

Exminster Community Primary School Full Governing Board Meeting 9/2018-19
Thursday, 16 May 2019, 18:00 at Exminster Community Primary School
MINUTES

Present					
Name	Initial	Position	Name	Initial	Position
Sarah Whalley	SW	Headteacher	Helen Hibbins	HH	Clerk
Tony Fripp	TF	Governor (Co-opted)	Paul Frazer	PF	Governor (Parent)
Stephen McDonald	SM	Governor (Par)	Becky Mason	BM	Governor (Co-opted)
Kate Beale	KB	Governor (Co-opted)	Talitha Kerrigan	TK	Governor (Co-opted)
Alwyn Reeves	AR	Governor (LEA)	Richard Vain	RV	Governor (Co-opted)
John Collins	JC	Governor (Co-opted)	Sam Slingsby	SS	Governor (Staff)
Ian Moore	IM	Deputy Headteacher	Paul Herring	PH	Assistant Headteacher
Apologies					
Name	Initial	Position	Reason		
Ian Rogers	IR	Governor (Co-opted)	Family Commitment		
Jonathan Wood	JW	Governor (Co-opted)	Work Commitment		
Hamish Cherrett	HC	Governor (Co-opted)	Work Commitment		

Advice given by Governors at this school, in this meeting, is incidental to their professional expertise and is not being given in their professional capacity.

Governors must not disclose what individual governors have said or how they have voted within a meeting.

Governors must respect the confidentiality of Part Two items of business as agreed by the Governing Board.

Item	Action
1. <u>Apologies for absence</u> Accepted as listed above.	
2. <u>Declarations of Interest on agenda items</u> BM declared an interest in items relating to PE, due to her employment by the Dartmoor School Sports Partnership.	
3. <u>To approve the minutes of the Full Governing Board meeting on 25 April 2019</u> Resolved.	
4. <u>Update on actions (not included elsewhere on agenda)</u> 4.1 All Governors to book onto training courses (via the Clerk) and inform the Clerk on completion to update the Governors' training record. Ongoing reminder 4.2 15/11/2018 - 10.2 - Priority 2: Supporting focus identified boys to make accelerated progress in reading and writing - meet with Fiona Jones and Jonathan Scott to discuss the outcome of the environmental audit and actions arising. June agenda - ongoing	KB

4.3	15/11/2018 - 10.3 - Priority 3: Improving writing progress - consider the scope and the rationale behind it followed up with a visit to validate the outcome of monitoring. June agenda - ongoing	KB
4.4	15/11/2018 - 10.4 - Priority 4: Developing knowledge and understanding of the wider curriculum through GOAL work - find evidence of the children's knowledge during a visit. June agenda - ongoing	BM
4.5	14/03/2019 - 10.8 - Governors who are parents to write to MP Mel Stride regarding funding. ongoing	All
4.6	25/04/2019 - 6.4 - As many Governors as possible to attend the fundraising meeting on 23 May. ongoing reminder	All
4.7	25/04/2019 - 6.4 - JC/SM/JW to discuss and agree format of the fundraising meeting by email See item 6	
4.8	25/04/2019 - 6.8 - Research into Terms of Reference and Constitution of ESA See item 6	
4.9	25/04/2019 - 6.5 - Write to parents outlining the results of the fundraising survey, with personal invites to the fundraising meeting to those parents who expressed an interest in being involved Done	
5.	<u>Parental survey responses</u>	
	❖ Related Documents: Parent Results over time 2019	
5.1	SW reported that 116 survey responses had been received and overall, they were very positive.	
5.2	Although the percentage of parents who had believed that an appropriate amount of home learning was set had risen over the past four years, it was still one of the lowest scores. Home learning continued to be controversial and <i>JC challenged the response to the question as it appeared to be contrary with the discussion he had heard from parents, who were of the opinion that too much home learning was set.</i>	
5.3	<i>PF noted that as the approval rate for an appropriate amount of home learning was over 90%, coupled with the year on year rise in the positive response to this question since 2015 it should be considered a good endorsement and not an issue.</i>	
5.4	<i>RV was concerned that setting and marking additional home learning would put a further burden on teachers.</i>	
5.5	<i>RV suggested that the question on home learning should be re-worded to elicit a more meaningful response.</i> SW explained that the questions were modelled on the Ofsted Parent View questionnaire.	
5.6	<i>KB noted that children needed to be adequately prepared for secondary school, where home learning was not negotiable; particularly in upper KS2.</i>	
5.7	<i>TF asked whether the school were aware of the reasons why the few negative responses had been submitted.</i> SW responded that the survey was anonymous.	
5.8	<i>AR asked about a written comment about children only being required to meet required targets and not to fulfil their potential.</i> SW was adamant that this was not the case.	
5.9	SW noted that there were over 20 comments for development that were out of the school's control; such as those related to class sizes, capacity and funding.	
5.10	Several comments related to the timing of events that parents were invited to being awkward for working parents. <i>BM suggested that it may be more convenient for those parents if some events took place first thing in the morning rather than in the afternoon; falling in the middle of the working day.</i>	
5.11	<i>AR noted a comment relating to safeguarding.</i> SW explained that there had been direct contact with the parents to discuss the issue, prior to the questionnaire, and action had been taken.	
5.12	<i>BM noted comments regarding transport to PE events and had thought of some solutions that would be shared with the SLT outside of this meeting.</i>	
5.13	TF summarised by congratulating staff for their efforts in securing such a positive response.	

<p>6. Fundraising Update</p> <p>6.1 A fundraising meeting with parents was scheduled for Thursday 23 May. All Governors were invited to attend.</p> <p>6.2 JC noted that the outcome of the meeting would be guided by the parental interest shown.</p> <p>6.3 The potential for conflicting aims between a fundraising committee and ESA were discussed. SM had attended the recent ESA meeting at which there appeared to be no concerns, however if a fundraising committee was formed, there would need to be clearly defined objectives.</p> <p>6.4 ESA had stated that they were comfortable in supporting more of the day to day activities, moving forward, rather than the larger projects (provision of the climbing wall).</p> <p>6.5 JC had researched the ESA constitution. The charitable purpose was wide and did not require amendment. However, money could not be transferred to cover a general shortfall but could be framed for something specific that could free up other funds.</p> <p>6.6 There was a theoretical risk that the school could be directing money towards ESA (as a charity) over which it had no spending control. SM countered that ESA had the best interests of the school at heart and were committed by constitution to spend the money on the school.</p> <p>6.7 It was noted that there needed to be a mechanism in place to feedback the outcome of the meeting on 23 May to parents who were unable to attend.</p>	<p>All</p> <p>SW</p>
<p>7. School Development Plan and Outcomes for Children</p> <p>7.1 IM gave a powerpoint presentation on Priority 4 with particular emphasis on curriculum development in the light of the new Ofsted Inspection Framework, applicable from September.</p> <p>7.2 The following points were noted:</p> <ul style="list-style-type: none"> • Judgement would be made on the intent, implementation and impact of the curriculum. • Reading and development of vocabulary were at the heart of the curriculum. • Inspectors would speak to children to ascertain the continuity of learning throughout the school. • The curriculum was being refined to fewer objectives; focused on the criteria required in the national curriculum. • The curriculum should be knowledge rich; understanding needed to be developed rather than the ability to recall disconnected facts. • Examples of the breakdown of the curriculum were shown. The school had bought into a package that could be adapted to its individual needs and locality. • Subject leaders would be re-introduced who would have in depth knowledge of their subject in order to support other teachers. <p>7.3 <i>SM asked whether there had there been a change in the technology used to support learning.</i> PH responded that appropriate apps were used and there was the potential for virtual reality and augmented reality to be used in the future.</p> <p>7.4 <i>AR asked whether the balance between knowledge and skills had changed as there appeared to be a greater emphasis on knowledge in the new curriculum. AR believed that skills and processes underpinned education in order to facilitate interpretation of knowledge.</i> IM said that the framework/curriculum had a bias towards knowledge. SW noted that skills and processes had been embedded in the last three years but now the focus needed to shift more towards knowledge.</p> <p>7.5 PH gave a powerpoint presentation on Priority 3 – improving writing. The following points were noted:</p> <ul style="list-style-type: none"> • Additional tools for moderation were being implemented across the school and moderation methods were outlined. • PiRA (Progress in Reading) and PUMA (Progress in Understanding Maths) assessment analysis took place in year-groups across the school, with the exception of years 2 and 6 	

<p>(due to SATS). The assessment methods allowed data to be compared across the country. The analysis was useful for working out areas of learning that needed to be targeted.</p> <ul style="list-style-type: none"> • The impact of marking codes “Do 4, check the score”, verbal feedback and “must, could might” were outlined. • The use of Socrative (a free online quiz/assessment package) was outlined and Governors experienced the package first-hand as they undertook a quiz on their understanding of the presentation. 	
<p>8. Self-Evaluation Form - update on exercise at February FGB meeting</p> <p>8.1 SW addressed comments made on evidence gathering against the Ofsted objectives during the exercise in February and noted that the objectives would change due to the implementation of the new framework in September.</p> <p>8.1.1 Outcomes for pupils:</p> <ul style="list-style-type: none"> • <i>Clarity requested on subjective assertions of progress:</i> progress in books, progression from one year-group to the next, discussion with subject leaders and class teachers, work scrutiny. • <i>What is the benchmark for the phonics screen:</i> 80% <p>8.2 Quality of teaching, learning and assessment:</p> <ul style="list-style-type: none"> • <i>How is resilience demonstrated:</i> Through talking to the children about a piece of work, through “struggle time” <p>8.3 Personal development, behavior and welfare:</p> <ul style="list-style-type: none"> • <i>How to evidence low level disruption:</i> Behaviour team monitoring of CPOMS input • <i>How to evidence how pupils work with the school to prevent bullying:</i> The School Learning Team input into behaviour and learning and will be consulted during the review of the behaviour policy. <p>8.4 Early Years:</p> <ul style="list-style-type: none"> • <i>How is “great enhancement” evidenced:</i> Assessment of progression through developmental bands at various points during the year. <p>8.5 Leadership and management:</p> <ul style="list-style-type: none"> • <i>Evidence of staff, parent and pupil voice needed:</i> parental voice discussed earlier in the meeting and staff survey and pupil voice would be on the agenda for the June FGB meeting. • <i>Evidence of development of staff:</i> A record of CPD was held in the office and discussed in appraisal. <p>8.6 The Framework would need to be on the agenda in the Autumn Term and consideration would need to be given to the new statements.</p>	<p>HH</p> <p>HH</p>
<p>9. To receive the sports funding report prior to publication on the school website</p> <p>❖ Related Documents: Sports premium spending 2018.2019</p> <p>9.1 The report had been circulated.</p> <p>9.2 <i>AR asked how the impact of active playtimes was evidenced.</i> BM replied that she had spoken with children and the PE learning team.</p> <p>9.3 <i>BM asked where the expenditure over and above the allocation received through the funding had come from.</i> SW explained that some of it came from general resources and some came from the LSA budget.</p> <p>9.4 It was noted that double funding would be maintained for the next academic year.</p>	
<p>SW asked for it to be minuted that Governor visits took place during SATs week to oversee and monitor the administration of SATs.</p> <p style="text-align: center;">The meeting closed at 19:24</p>	

Dates of next FGB meetings:

Summer Term 2019
13 June
11 July

Signed:.....I Rogers..... Date:.....13 June 19.....